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ABSTRACT

This report summarizes the major papers presented at the conference and outlines the topics addressed in the group discussions. The papers summarized reflect the different views held by local education authorities in Great Britain concerning "Educational Priority Areas" (EPAs). The validity, practicality, and implications of various EPA approaches are discussed. Specific actions taken by the local authorities to establish priority areas for meeting the needs of disadvantaged students at different educational levels are described. These actions are evaluated in the group discussion outlines. Other issues dealt with include the designation and funding of EPAs, the corporate approaches to problems of disadvantage, school-based approaches to area problems, the diversity and effectiveness of educational provision, and the appropriate eduational provision for ethnic minorities. Listings of background papers and conference participants and a select bibliography with brief descriptions of a few typical studies are provided. (EB)

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Are Educational Priority Areas still worthwhile ?

U.S. DEPARTMENT OF HEALTH
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Centre for Information and Advice on Educational Disadvantage

Report of Conference held at Ashburne Hall, Manchester September 9-10 1977 by the Centre for Information and Advice on Educational Disadvantage.

Contents

Section 1: Major papers

Section 2: Discussion

Background Papers

Conference Members

Select Bibliography

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Section 1
Major papers

SUMMARY

The first section of this report summarises the major papers presented at the Conference. Most deal with Local Education Authority approaches to the value of discriminating in favour of priority areas. Even Authorities who support such a policy quite firmly do reveal differences of attitude. Doubts from some Authorities about the effectiveness of such policies are expressed in the second section of the report which deals with the conference group discussions.

The Coventry authority operates a priority educational area policy, stresses the importance of a multi-faceted approach by the education service, has continued to develop some of the original EPA ideas and is interested in the philosophy of community education, mentioned by Dr Midwinter. Education is seen as playing a very powerful role in any corporate strategy.

The approach of Lothian is not dissimilar except that it has not yet adopted such a comprehensive policy over the whole range from pre-school to adult education. Here the value of close local research to inform and stimulate political support for increased resources is demonstrated.

Newcastle, while continuing an educational priority area approach, is also able to link with an area approach, using the resources of local social services, housing and other departments. Extra funding has been made available.

In Gateshead a new corporate approach, involving all public departments, is being attempted under a Home Office Comprehensive Community Programme.

The remaining Authorities, in order to prevent re-iteration of general priority policy measures common to many Authorities, described aspects of their provision which they consider vital. The Birmingham authority had felt some anxiety over an area approach which may not reveal all the individual children requiring help. It has therefore strengthened its surveying and screening of all children in the City, with improved co-operation between schools, psychological and remedial services in educational treatment of difficulties. Priority has been given to the more disadvantaged areas, only as a stage in the programme. Glamorgan does not concentrate all its efforts in an EPA area, but in one disadvantaged area of Cardiff it has developed a number of projects which aim to improve co-operation between the education and social services departments or stress the importance of home/school co-operation. Nottingham presented a paper which also indicates the Authority's belief in the value of home/school liaison teachers. Doncaster argue the case for maintaining the SPS allowance. The ILEA allowed us to summarise the account of their Children with Special Difficulties Scheme as a background paper. This scheme outlines a whole range of measures taken mainly within schools to improve educational achievement.

THE E.P.A. CONCEPT

Dr Eric Midwinter, National Consumer Council

Dr Midwinter spoke on the validity of the EPA concept at three different levels, the philosophical, the practical and the political. EPAs could be justified on the first level as a philosophy-in-action enterprise which clarified the nature and role of community education in the education of the disadvantaged. The EPA concept had been a development away from the view that social change would be achieved via the school to a realisation, embodied in the Halsey report, that in reality school and society were interlocked, and therefore reform had to be activated in both areas; the implication of this was that education had to become community education. Referring to the need for both a group and individual approach to educational disadvantage, he pointed out that without a reformed social context of both school and community, successful treatment of the individual is extremely difficult.

Dr Midwinter then outlined some of the practical aspects of the EPA projects, noting that intensifying the treatment already offered by a school was of little value; different techniques, different materials were more important. Also the principle inhibiting factor was cultural and therefore the hub of the work had to be in the home. In Liverpool, many different methods were used to make education exciting and about the everyday life of the people in the community; it was, he said, a public relations job, breaking down the barriers of mystery about education and making it part of people's lives. Many good ideas were promoted by the EPA approach, such as the playbus or the inter-disciplinary methods of Home Link, and helped to establish home/school relationships.

He then looked at the effect of EPA practice on the decision-makers. At the pre-school level, especially in non-statutory areas, in some elements of teacher training, and in certain authorities, such as Coventry, the EPA approach had borne fruit. In considering the influence of the project on teachers, he said that the EPA approach working on a small scale, could move teachers along at their own pace, and help them adjust to being public professionals, seeing their clientele as the whole community and getting the message of school across at that level.

Returning to the point of local action, he said the EPA project was able to relieve stress, create breathing space, provide a little extra and it was this fluidity which was so useful. The EPA project also served a "banner-waving" purpose for the principles and practice of combatting educational disadvantage; it was important to seize the right moment for this task.

Among considerations for the future might be the need for a national education service which catered for everyone; the question of equality of time in education; the question of the imbalance of expenditure on the different age groups; and the problem of the existence of a privileged minority. Equality of opportunity must no longer be confused with uniformity of opportunity; disadvantage is about limited choice, and the EPA approach was one of the means of removing the inhibitions on a child's choice of life-style.

Mr Hambleton, Gateshead, asked whether the false impression that something is being done generated by the EPAs might have affected more general resource allocation. Dr Midwinter said that however great the resources put into a community, one can only succeed with individuals in the end.

In reply to a question from Mr Roberts, Centre on Educational Disadvantage, Dr Midwinter re-affirmed that according to a survey conducted by the National Consumer Council, the actual relationship between teachers and parents was better than in any other relationship between clients and professionals, so this was encouraging.

COVENTRY

Mr R Aitken, Director of Education, Coventry,

Mr Aitken explained that in his authority areas of disadvantage were defined by use of the following criteria :-

(a) number of households lacking basic amenities;
(b) overcrowding;
(c) incidence of free school meals;
(d) concentration of pupils with fathers of overseas origin;
(e) the reading survey results of the last year of infant education (current data is for 1975).

The incidence of criteria coincide inside the 'railway triangle' of the City, and the single most indicative criteria was found to be (c).

The areas having been pinpointed, the following actions were taken :-

(a) Positive discrimination in staffing: SPA allowances were made to teachers, 397 being in primary and 508 in secondary schools; 54 additional staff were allocated to primary schools, and 36 to secondary schools for language and remedial work, and 5 educational visiting posts.

(b) Nursery education: by 1978 1,150 places will be available, more than double the numbers in 1972, (all rising fives admitted at the beginning of the educational year but at infant standards) though the full capital available through the nursery programme is not being taken up. School premises are being adapted rather than completely new premises being provided.

(c) Community Education Projects: linked originally with the CDP and set up in small areas within which schools work together with the aid of a project team. Discretion is left to the team to formulate their policy priorities and use of additional funding.

(d) Community Primary School and Community Colleges, i.e. secondary schools inside a large community centre.

(e) A school in outer fringes of the urban area is used by inner city children as part of an enrichment programme.

(f) A large Teachers' Centre and Curriculum Development Centre a vital part of the strategy of supporting teachers in deprived areas (as well as all other teachers).

(g) An Advisory Service of 19 specialists for 185 schools.

(h) A minority group support service, a team of 2 leaders, 13 TESLs, 6 Language specialists, welfare officers (an Asian and a West Indian), a clerk, a typist.

(i) An Industrial Language Unit working with adults in the development of communication between immigrant workers and their employers.

(j) An adult literacy scheme.

A proportion of the cost of many of the above activities is reimbursed under Section 11.

Mr Aitken also emphasised the particular aspect of disadvantage in Coventry was that the city was experiencing the highest level of unemployment among the under-19s than anywhere else.

Mr Aitken then turned to the individual teacher's role and needs, pointing out that all the strategies above were only vehicles; content and direction had still to be clarified, although teachers were developing materials such as the 'school box' for home use. The individual teacher needs extensive support and periods of change. He felt that the whole stance of teachers was due for a radical change which will involve "reading" the children and responding by creating learning paths for the child; such skills need to be developed in training and via specialist support. Aspects of children's development that have not been attended to sufficiently may be the emotions, and the need for personal rather than group relationships. He ended by affirming that the combatting of disadvantage was a corporate responsibility, demanding a comprehensive and multi-faceted strategy.

L O T H I A N

Dr Gatherer, Chief Adviser, Lothian

Dr Gatherer spoke on the aims, methods and findings of the research project in Edinburgh, 1974-76. This replicated in a locally relevant and thus politically useful form generally accepted research findings on the relationship between home and school environments and educational achievement. The resulting report was aimed at the City's political masters in order to influence administrative policies; it explained why disadvantaged children in the City were disadvantaged. The picture of the social background was the familiar one, combined with poorly maintained and staffed schools, and teachers out of touch with the children and their culture.

The actual research work had concentrated on the observable differences between high achievers from disadvantaged areas, and low achievers from advantaged areas to find common factors in under-achievement. There was considerable interest at the conference in the factors that bred success, which Dr Gatherer defined as a background rich in elements that contribute to educational success - books, parents with the time to give to the child in, for example, visits and outings, a rich language environment at both home and school, and good teacher attitudes.

The changing of teacher attitudes and influencing the culture of the home are the most important strategies in alleviating educational disadvantage; the delivery of services to the home can contribute to fundamental cultural changes and is the responsibility of every school. The school council's role in their discretionary use of the money available for, eg. disposable reading materials or a minibus, is therefore linked with the alleviation of educational disadvantage.

N E W C A S T L E -U P O N -T Y N E

Mr Bowden, Assistant Director of Education, and
Mr Bowers, Assistant Education Officer, Newcastle-upon-Tyne

Mr Bowden and Mr Bowers explained that the authority's discrimination policy was pragmatic, aiming to compensate in all ways for the effect of disadvantage, whatever it might be. The alternative to a pragmatic approach such as this was to do nothing, as it was impossible to judge at the moment what was the right thing to do on completely theoretical grounds.

Nursery provision was made at a higher level than that recommended by the white paper, more widespread and given priority; it was now being expanded into less deprived areas. Surplus primary school facilities were being made available to the PPA, and teachers seconded to day nurseries. There are special staffing allowances and remedial provisions; parents are not required to provide materials for their children for school work such as domestic science. Data for designating schools in need is drawn from an annual household survey, on the basis of which schools are ranked. The relative position in social terms of every school and its social characteristics are known with precision, and resources allocated according to this ranking.

The Policy Area Approach, said Mr Bowers, deals with the concentration of disadvantage as it affects groups to ensure the provision of the services that are needed, and reviews ways of discrimination across the board; it involves more than the education department. It is a piecemeal approach and the budget has been doubled this year with extra, not redirected funds. Various areas, selected using the household survey and the use of the '71 census to rank wards, not schools, are allotted a team consisting of four ward councillors and sub-teams of officials from the planning department, education, social services and housing departments. Public participation, through public meetings and discussion is an important aspect of this form of decision making. He emphasised that the teams were not there to control or prevent money being spent on schemes that might be inappropriate, but to introduce the broader view and the implications of particular local actions on other areas; the teams are advisory, not autocratic.

SOUTH GLAMORGAN

Mr Evenden, Senior Adviser, South Glamorgan

Mr Evenden said he was going to talk about co-operation, set in the context of a county which had no particular policy regarding disadvantage, but had done much to ameliorate the conditions in the downtown areas. He emphasised that good administration must be about people since there was always a decision about priorities to be made. Similarly, the various activities and schemes are also about people, and just providing extra people or staff doesn't always solve a problem; they must be the right people, the scheme must have objectives and needs careful planning.

The DES/DHSS project in the county had repercussions in the form of many other initiatives being set up, which changed and faded according to the personnel involved. There was still mutual distrust between the services, but at least channels of communication had been opened; he stressed the importance of talking, and of face to face discussion rather than memo sending. He also outlined the vast differences in training, experience, aims, salaries and job perceptions of social workers and teachers, but asked how far and in what ways a teacher should or could become a social worker and counsellor, and what the role and talents of a school-based social worker might be.

The success of the schemes depended on :-

(a) the people involved whose tasks and roles needed to be clearly defined;

(b) its relevance to the area or the school, ie. it must match its context, and must grow out of the context not be imposed;

(c) monitoring is needed, but any research should be left to the agencies that are designed for that purpose such as universities;

(d) proper linking of services and people is vital;

(e) the key person in promoting and sustaining such a scheme is the headteacher.

B I R M I N G H A M

Miss H M McGrath, General Inspector of Schools, Birmingham

Miss McGrath described how the SET, (Special Educational Treatment), had been set up in the authority in 1971 for six year old children. It has three components, an experimental screening programme, an in-service programme for teachers and follow-up help to implement the work of the remedial service. The experiment originally involved twelve schools feeding a consortium, i.e. a group of between 2 - 9 secondary schools and their feeder primaries. By 1974 a total of 36 schools had been drawn into the scheme. In her view the most important aspect of the experiment had been the eagerness and enthusiasm of the teachers to participate, working in this consortia pattern.

In 1974 the SET programme, costing twenty thousand pounds per annum, was implemented to include all of the city's 366 primaries and to last until the summer of 1978. Two consortia per term were to be used as training units. The aims of the programme are:

i) early identification

ii) selection and detailed diagnosis of children in need of special help

iii) the prescription of structured, individualised programmes

iv) close liaison with support services

v) appropriate education and integration in normal schools of children who have even more need for special help and provisions.

A small booklet of tasks and questionnaire form the screening procedure. During the in-service training, which aims to improve the quality of teaching and give deeper understanding to teachers of the difficulties children have on entering school, teachers are given guidelines on the procedure. Children who fall below the cut-off point are assessed in depth and all low scores are examined carefully. The screening is done when teachers are actually in in-service training. 1200 teachers i.e. 300 per year are needed to ensure that the screening system is carried through with this age group. The greatest value of the SET lies in the fact that it is an educative process for those taking part and is therefore self-perpetuating. Teachers can disseminate the techniques and understanding they have gained in their own schools and promote it in others. As heads and assistants are also involved, the procedure becomes part of the normal school curriculum and so any danger of attaching stigma to a child or an activity is reduced. The SET is really to help teachers become more aware of impending difficulties and children's needs.

There is a peripatetic team of three teachers seconded from their normal duties, supplemented by two members of the Remedial Teacher Service, who visit the schools after the in-service course to help with implementation. This may be work on a withdrawal basis, or within the ordinary class. Home-school liaison teachers have been introduced, and Miss McGrath concluded by saying that, as teachers were the most vital resource of this work, head teachers did find the need to reconsider the organisation of the school and the particular duties of individual members of staff.

In discussion Mr Aitken added the comment that the Birmingham approach, supplying a diagnostic, individual screening procedure, complemented Coventry's area-based and school-based approach, with its emphasis on a wide variety of strong support services. Mr Peter Lee, Assistant Education Officer, Birmingham, noted that his authority was still not satisfied with the amount of resources they had been able to provide for their support services to assist with welfare and home-liaison.

GATESHEAD

The Comprehensive Community Programme had only been in existence for 2 - 3 months, so Robin Hambleton, Gateshead Metropolitan Borough said he would describe the aims, framework and proposed activities of the CCP.

It is a Government-sponsored attack on urban deprivation, its main aim being to redirect policies of local government to meet deprivation. The features of the CCP are its clear bias towards urban deprivation, the creation of a new partnership between central and local government, its comprehensive approach covering all public services from local branches of government departments to the police; and that it concentrates on practical actions not research. In fact Mr Hambleton stressed that the keystone of the CCP is that it works with and through existing agencies, establishing genuine personal relationships and close co-operation.

The CCP was first developed by the Urban Deprivation Unit of the Home Office but is now linked with the Department of Environment; it is a successor to previous approaches such as EPAs, CDPs, housing legislation and inner area studies.

There is a small team of four who are on the establishment of the metropolitan borough and accountable to the Chief Executive, reporting to the management team; there is a working group of officials of other agencies which assist the team. On the political side, there are four Gateshead Councillors and three Tyne and Wear County Councillors in a working group, chaired by the Minister of Housing and Construction at the DOE, which has had an advisory role. Mr Hambleton emphasised that positive discrimination is primarily a political issue.

To carry out the aim of redirecting policies, the team must tie in with the annual budgeting cycles of the various agencies so that the deprived are included in planning; this often means a dislocation within one authority, as each institution has a different timetable for planning. The three part programme aims to review the problems of deprivation annually, to analyse particular issues in depth from a new perspective and produce programmes of action. He suggested that education departments could take a similarly biased look at their base of expenditure each year. He hoped that the CCP, in the long term, may help to improve understanding between agencies.

Asked for his definition of deprivation, Mr Hambleton said that different agencies' definitions will differ, and often overlap. He stressed the political advantages of avoiding specific or narrow definitions of deprivation; though the CCP may aim to help a small minority eg the multiply deprived, more can be achieved through fostering a broad definition and thus wider political appeal.

COMMENT

Professor Maurice Craft, of Goldsmiths' College London, commented on some of the ideas that had emerged from the conference, remarking that though no-one had actually answered the initial questions, the positive discrimination in the EPA mechanism seemed useful, and it was probably right that LEAs should adopt a pragmatic approach to disadvantage. If the EPA concept continued to prove useful, it should be used; and if more wide-ranging social policies seemed to be necessary, these should also be pressed for.

Commenting on the importance of teacher education, he recommended the joint organisation of induction courses with colleges, for young teachers; the selective secondment of teachers to advanced diploma courses in the education of the disadvantaged; the fuller use of tertiary education facilities in research and in evaluation; and the use of schools during the holidays for compulsory in-service education.

He also praised Mr Evenden's clear outline of the opportunities and problems prsented by inter-departmental co-operation, and urged closer attention to the need for building-in regular liaison; one way of approaching this is through the joint in-service training of teachers and social workers (already utilised in some Authorities) for the attack on disadvantage is above all a collaborative venture. Finally, he appealed for an inter-departmental approach to study conferences of this kind, providing for a wider range of representation, perspectives and skills.

Section 2
Discussion

SUMMARY

This section records the discussion of the topic groups at the Conference. The headings of these were :-

1. Designating and funding EPAs.
2. The Corporate approach to problems of disadvantage.
3. A school-based approach to area problems: limits and possibilities.
4. Priority in educational provision in an area approach.
5. Assessment of the effectiveness of discriminatory educational provision.
6. Changes in special education : the possible implications.
7. Educational provision for ethnic minorities.

In the event two groups discussed topic 3; no group tackled topic 6. A comment from the National Union of Teachers provided a useful agenda for group 1. Also included in this section are bibliographies by the CED Research Officer.

The amount of time for discussion was very limited, so the conference in itself did not formulate general conclusions. Matters raised:

1. General support for the idea of the priority area, though it does not suit all circumstances.

2. Considerable questioning of the value of the SPS allowance as presently organised.

3. Continued need to discuss the purpose of education in such areas.

4. Enough social criteria exist for the designation of areas but the difficulties of up-dating still pose problems.

5. Corporate planning has a big part to play. The relationship between education and the other services still needs more attention.

6. Schools in such areas need extra resources. Community involvement in projects is vital.

7. Monitoring the educational and other action taken in these areas is necessary but we still seem very uncertain how this should be done.

8. There exist many suggestions for curriculum development by schools, improvement of home/school relations etc. What is needed is to both stimulate further actions of this kind and also assess effectivenes.

9. Community education needs sharper definition and further investigation.

10. Studies of comparative educational spending on differing groups could perhaps be undertaken.

11. There is a political (national and local) aspect to the problem of resource allocation that should not be ignored.

12. Ethnic minorities need special provision besides the EPA provision.

18

G R O U P 1

DESIGNATING AND FUNDING EPAs

The group deliberately remained vague about the purposes of EPAs, but were agreed that it was important to be very clear about that purpose before designating an EPA, otherwise it was likely to become a blanket panacea.

It was felt that there are enough criteria already listed, and those on which information is available could be selected. The up-dating of data was felt to be a problem, eg: unemployment figures fluctuate greatly.

Forms of support and delivery of services were also discussed. Delivery might be direct - ie educational input for educational results - or indirect - ie the moulding of attitudes or the environment for educational ends. Some delivery could be made therefore through institutions which implied a block grant approach for schools. The decision-making process in the delivery of support should be close to the point of action and so be democratic, with full participation of the community. There was always the problem of backlash, in that any project was riding on its success; the money provided for a purpose must be seen to be used for that purpose so that its supply would be continued.

Monitoring was also a topic in discussions of additional resources and positive discrimination; unless the basis was clearly known, there was no sense in increasing the resource allocation, and so careful monitoring was needed to justify any additions. Moreover, with a defined budget, a policy of positive discrimination implies negative discrimination in other areas, and that loss must be carefully monitored.

The final point to be made was that there was at present a great deal of slack in the education system because of a drop in the birthrate; there is space in schools and spare staff available. This might provide a useful resource for our purpose.

MEMBERS	A Bessell	K S Hopkins
	R Blackshaw	J A Kettle
	M Brophy	M Morris
	A Dearnley	J Reeve
	B A Gale	M Weiss CED.

G R O U P 2

THE CORPORATE APPROACH TO PROBLEMS OF DISADVANTAGE

It was agreed that corporate planning of provision for the disadvantaged appeared more successful than corporate management of the services. Emphasis was placed on a co-ordinated policy and the need for a coherent delivery of services into a community. Implementation of any service in isolation was judged valueless. Actual provision whether by the planned approach, as in Coventry, or the unplanned approach as in Newcastle, where resources are handed over to the area to use at their own discretion, was considered, and the broader, unplanned approach was felt to be advantageous for the development of community schools. However the notion of a school that extended its services through the community should be carried further so that every school had community aspects. The corporate approach, as long as it was carefully defined, was favoured on the whole. It was suggested that knowledge of and access to provided services was essential and that any system of provision must depend for success not only on the quality and form of provison but also on the relationships of the people charged with administering it.

Overall discussion of the question of disadvantage revealed the fact that of a £3,5000 million a year national budget for schools, a very small proportion was allocated to the disadvantaged. It was felt that long term change and preventive measures were more necessary than short-term ameliorative measures. A more radical look at mainstream education and the basal structure was needed. Tackling the inertia of the whole system was however felt to be too long a job but more effort could be put into changing attitudes - the value of the Birmingham scheme was that it was concerned not primarily with identification but with changing attitudes. Attitudes in the home are a prime target for change but the area in which the teacher education service can best begin is teacher attitudes. Raising awareness among teachers to educational needs and of the educationally disadvantaged is an immediate necessity.

MEMBERS

R Aitken
B Birtwhistle
D A Bowers
A M Giles
R Hambleton
R T Hills
A H Hindley
S Johnston CED
D Ryder-Turner
M A Sterne
A R Truman

G R O U P 3A

SCHOOL BASED APPROACH TO AREA PROBLEMS

Area provision had a lot of support; there are a lot of problems particularly in the SPS allowance, that need looking at but it was felt to be still worthwhile.

There was almost 100% scepticism concerning the value of working parties, and there is another way in which things can be researched and information disseminated, such as in small conferences of this type.

The group admitted to having no brilliant ideas, other than those already contained in the papers presented at the conference as to what schools could do, although the members from Stockport reported that the authority had three days kept in reserve for in-service training, one of which was recently used for a seminar between all the staff of a secondary school and its feeder primaries. This looked at means of co-operative care through asking the various services present at the first seminar to retail their answers to the various case histories discussed in subsequent working groups, which thus revealed differences in approaches and common ground. CED's work on co-operative care had helped in preparation of the seminar.

MEMBERS
J R Beatty
M Calvert
E Clayton
H C Cook
M Craft
P V Evans
R P Garrod
R A Heath
C Horn
S Jones
W R Kneen

21

G R O U P 3B

A SCHOOL BASED APPROACH TO AREA PROBLEMS

The group asked what was the purpose of education for the disadvantaged; whether it was simply to move the disadvantaged into the class of the advantaged, and thus remove them from their community and environment. Educational achievement too often meant the assimilation of the sub-culture or the ethnic minority into the main-stream culture, and its demise. In areas where community life was impossible, as there was no work at all available, such as in some areas of Wales which a speaker called real laboratories of decay, the educational response was simply to enable people to move out, and educational tinkering could in no way alter the situation. It was suggested that education must however give individuals the real capacity to choose.

It was argued that the conference had concentrated too much on inner cities and high urban concentration. Different policies were required when an authority had to provide for scattered areas of economic and similar disadvantage over a very wide geographical area.

The conference needed to distinguish carefully the various possible means of community education, and not enough thought had been given to this; there was a strong measure of support for the view that true community education by a school in its locality was something that had to grow from within. It could then be reinforced. Attempts to provide for this by an imposed scheme could be disastrous. Some members of the group argued that the spirit of good community education could be promoted by judicious administrative measures.

MEMBERS
C W Lawton
J H Lay
M H McGrath
P Norden
M Peterson
A J Pope
J W W Talbot
K D Thomas
C Roberts CED
G Williams
M Parry

22

GROUP 4

PRIORITY IN EDUCATIONAL PROVISION IN AN AREA APPROACH

The group had exchanged descriptions of provisions in their respective authorities, which revealed the diversity of approach and the patchwork of provision and such schemes as home visiting, the use of part-timers, in-service education projects. Problems highlighted were the loss of flexibility in local government due to increased size and re-organisation, and hence difficulty in immediate access to funds, the need to help adults as adults as well as adults as parents, the difficulty of monitoring and evaluation, and of co-ordination in a large area such as Lancashire, which has 14 district councils with the additional problems of both rural and urban deprivation.

It was also clear that the problems of EPAs or SPAs was a matter of political decisions - the kind of work in which local education officers are all engaged depends to a large extent on convincing their political masters as to the value in political terms of the work.

It was felt that too little had been said about what the teacher does and the curriculum - are we offering the right kind of curriculum, not just at primary but at secondary levels, to fit children for the life-style they are going to engage in when they leave?

No efficient or effective monitoring system has yet been agreed upon, but it was felt there are research techniques available which should be used.

MEMBERS
J Allonby
C Betty
J K D Cook
D Day CED
D Derrick CED
J Evenden
D O P Jones
R D Price
P E Raymond
B Watson
A Wearmouth
G Whittle

GROUP 5

ASSESSMENT OF THE EFFECTIVENESS OF DISCRIMINATORY EDUCATIONAL PROVISION

Main points arising from discussions

1. The community "gut" feeling is the most important criterion to be taken into account in judging whether a discriminatory provision is effective. No one was very keen to discuss in depth how such feeling could be influenced by political considerations or how it could be ascertained in an objective way. (One member was convinced that political persuasions would not affect "gut" feeling).

2. There are many "intangibles" that could not be assessed. For example, teacher attitudes to children's home background has a great deal of influence on children's cognitive and social development but this is an aspect that cannot be reliably assessed. (One member pointed out the attitude of teachers to children from travelling families was often deplorable and it would be impossible to assess the consequences).

3. The Group agreed that parental attitude is crucial to the success of any educational provision, especially in the early years. (One member pointed out that there are various elements to be considered in judging parental attitude; parental attitude is often shaped by the accomplishment that children show in and out of school; in disadvantaged areas it is determined by environmental factors; and there is some research evidence which points out that other factors such as education provision may be more important than parental attitude).

4. There was considerable discussion on the role of the Centre. Some members would like to see the Centre convening meetings of people with overlapping interests on children eg. Social workers and teachers.

5. Dr Gatherer suggested that the Centre should approach the Scottish Education Department for backing and also turn towards seeking financial help from local authorities.

MEMBERS	P Bowden	K A Oakley
	W Crawford	M Purushothaman CED
	J Dodds	T Richards
	D J Forber	F A Smithies
	Dr W A Gatherer	R Watkins CED
	D Mallen	

G R O U P 7

EDUCATIONAL PROVISION FOR ETHNIC MINORITIES

Main points of discussion group.

a) On the lack of and provision for mother tongue tuition there was a need for an inquiry as to appropriate locations, funding, ages of commencement and levels attempted. It was suggested that in secondary schools where there were non-English speakers, examinations at the 16+ and 18+ levels should be available in the mother tongue, as an option to the usual second language offered as an exam subject, eg French.

b) There was a consensus in the group that in our society there was a basic lack of sympathy with and subconscious denigration of black cultures, but that change could be wrought in attitudes through teachers. This called for in-service training in this field. There was concern over the lack of basic training in this matter which failed to prepare teachers for living and teaching in a multi-racial society.

c) In answering the conference's question, the group had felt that the EPA concept was still worthwhile and should be continued, but that there was a clear need for ethnic minority provision outside and above the EPA scheme. It was felt that too many LEAs saw their responsibility toward ethnic minority groups discharged through the EPA approach, whereas additional help was needed as black people in Britain can suffer from two disadvantages, environmental and social.

d) Real revision of the funding arrangements for multi-racial education was needed. It was agreed that Section 11 was not doing the job it was meant to do; take-up of the grant was too erratic, and in some areas where it applied, non-existent; a 75% grant was not enough, being only marginally above the rate support grant, and it should be increased to 90%. A complete new look at Section 11 was needed, along the lines suggested in the paper drawn up last year by the Society of Education Officers.

MEMBERS	J F Bowdler	R Phillips CED
	J Islip	J Shillito
	J King CED	J Woodrow
	D M Jepson	S Wright
	P C Lee	

26

B A C K G R O U N D P A P E R S

Title	By	Available from
Who are the educationally disadvantaged	C.E.D.	C.E.D.
Positive Discrimination by Area in Education: The EPA Idea Re-examined	George Smith	Published in Oxford Review of Education 1977 3 (3) 269-281
Report of Research Project on Educational Needs of Young Children in the City of Edinburgh	Edinburgh	Dr W A Gatherer, Advisory Service Division, Dean Education Centre, Seaford Road, Edinburgh EH4 3DS
The Strathclyde Experiment in Education Govan Project	Govan	Information from Eric Williams Project Director, University of Glasgow.
Schools serving Socially Deprived Areas of the City.	Coventry	See abstract in bibliography on page 38.
The Approach to Educational Disadvantage through Provision by Priority Areas.	Doncaster	Chief Education Officer, Doncaster Education Authority
Social Priority Banking of Schools: The Newcastle Scheme.	Newcastle	C.E.D.
Positive Discrimination: A Local Education Authority Approach.	Nottinghamshire	C.E.D.
Ely: An Educational Priority Area	South Glamorgan	Director of Education, South Glamorgan.
Children with Special Difficulties: an ILEA Action Research Project.	I.L.E.A.	Published in Educational Research Vol.19 No.1 Nov.76 pp 3-12
The all-embracing problem of multiple deprivation	Ronald Young	Published in Social Work Today Vol 8 No.9 30.11.76

27

Conference Members

Mrs J Allonby,	Asst.Inspector, Kent
Mr R Aitken	Chief Education Officer, Coventry
Mr J R Beatty	Primary Adviser, Belfast Educ.&Library Board
Mr A Bessell	Senior Adviser (Primary Education), Cheshire
Mr C Betty	General Educational Adviser, Nottingham
Mrs B Birtwistle	Adviser, Bury
Mr R Blackshaw	Education Officer (Schools), Brent
Mr P Bowden	Asst. Director of Education (Schools), Newcastle U Tyne
Mr J F Bowdler	N.U.T. Representative /C.E.D. Governor
Mr D A Bowers	Asst.Educ.Officer, Newcastle upon Tyne
Ms M Brophy	Deputy Asst.Director (Schools), Chester
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Mr H C Cook	N.U.T. Representative /C.E.D. Governor
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Prof. M Craft	Dept.of Advanced Studies in Education,Goldsmith s' College
Mr W Crawford	Chief Inspector of Schools, Newcastle upon Tyne
Mrs D Day	Field Officer, C.E.D.
Ms D Derrick	Principal Information Officer, C.E.D.
Mr J Dodds	Asst.Educ.Officer, Kirklees
Mr P V Evans	Senior Education Adviser, Cheshire
Mr I Evenden	Senior Adviser (Secondary Schools), South Glamorgan
Mr D A Fiske	Chief Education Officer, Manchester
Mr D J Forber	Asst.Educ.Officer, Salop
Mr B A Gale	Assistant Educ.Officer (Schools), Hampshire
Mr R P Garrod	Assistant Director of Education, South Glamorgan
Dr W A Gatherer	Chief Adviser, Lothian
Mr A M Giles	Asst. Education Officer (Special Education), Wolverhampton
Mrs O Graham	Administrative Officer, C.E.D.
Mr R Hambleton	Team Leader, Comprehensive Community Programme, Gateshead
Mr R A Heath	Educational Adviser, Bury
Mr R T Hills	Education Adviser, Salop
Mr A H Hindley	Adviser (Social & Religious Education), Wakefield
Mr K S Hopkins	Asst. Director of Education, Mid-Glamorgan
Mr C Horn	Policy Analyst, Comprehensive Community Programme, Gateshead
Mrs V Ishemo	Clerical Officer, C.E.D.

Mr J Islip	District Inspector, Manchester
Mr D M Jepson	Senior Primary School Adviser, Leeds.
Mr S Johnston	Field Officer, C.E.D.
Mr D O P Jones	Asst. Educ.Officer, Lancashire
Mr S R Jones	Headmaster, Manor Middle School, Wirral
Mr J A Kettle	Adviser (Compensatory Education), Brent
Mrs J King	Field Officer, C.E.D.
Dr W R Kneen	Senior Asst. Education Officer, Sheffield
Mr C W Lawton	N.A.H.T.Representative/C.E.D. Governor
Ms J Lawton	Information Officer, C .E.D.
Mr J H Lay	Senior Adviser, Lancashire
Mr P C Lee	Asst. Education Officer, Birmingham
Miss M H McGrath	General Inspector of Schools, Birmingham
Mr A Melzack	Technician, C.E.D.
Dr E Midwinter	Public Affairs Unit,National Consumer Council,London.
Mr M Morris	N.U.T. Representative/C.E.D. Governor
Mr P Noden	Primary Adviser, Trafford
Mr K A Oakley	Senior Adviser, Cleveland
Mr M Peterson	General Adviser (Remedial Education), Bedfordshire
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Mrs D Ramsden	Information Officer, C.E.D.
Mrs P E Raymond	National Field Officer, A.C.E.R.T.
Mrs T Richards	Project Leader, Mobile Education Services, Somerset
Mr C D Roberts	Director. C.E.D.
Mr D Ryder-Turner	Senior Lecturer,Sturt College, South Australia.
Mr J Shillito	Adviser (Special and Remedial Education), Doncaster
Mr F A Smithies	Asst.General Secretary (Education) N.A.S./U.W.T. Education Centre, Birmingham.
Mr M A Sterne	Asst. Education Officer (Schools), Manchester
Mr J W Talbot	Principal Education Welfare Officer, Kirklees
Mr K D Thomas	General Adviser, Sheffield
Mr G R Truman	Centre for Urban Educational Studies, I.L.E.A.
Mr A R Watkins	Deputy Director, C.E.D.
Mrs B Watson	General Adviser, Sheffield
Mr A Wearmouth	Assistant Director, Gateshead.

Mr M Weiss	Audio/Visual Education Officer, C.E.D.
Mr J Woodrow	General Educational Adviser, Nottingham
Mr G Williams	General Adviser, Wirral
Miss S Wright	C.E. D. Governor

Additions

Mr M Calvert	C.E.D. Governor
Mr A Dearnley	Assistant Director of Education (Forward Planning and Research) Coventry
Mr D Mallen	Assistant Director of Education (Primary and Secondary Ed), Coventry
Miss J Reeve	Inspector (Special Education) Birmingham
Mr G Whittle	Inspector (Further Education) Birmingham

Select Bibliography

COMBATTING EDUCATIONAL DISADVANTAGE

A select bibliography with brief descriptions of a few typical studies.

1. Research Reviews

2. Identification of the Disadvantaged
   - Social indicators - collective
   - Social indicators - personal
   - Educational indicators

3. Strategies for Change
   - 3.1 Area approach
     - Positive discrimination: CDP
     - Educational Priority Areas
     - 'Head Start'
     - Small scale projects
   - 3.2 Curriculum Enrichment
   - 3.3 Individualized instructions
     - Incentives for learning
     - Computer-assisted learning
     - Matching linquistic experiences

4. Addenda

1. RESEARCH REVIEWS

a. Tizard, B. (1975) Early Childhood Education.
Windsor: NFER Publishing Company.

Having reviewed recently completed or on going research concerned with the early education of children in Britain, Tizard advocates further research, with some form of 'action' element on the following topics related to the education of socially disadvantaged children.

i) Assisting young disadvantaged children to acquire skills.

(a) Remediation by nursery school attendance.
Conventional nursery school or class is too large a unit for the young child to cope with easily. The only type of remediation with any hope of success is intensive daily work on a one to one basis. Research should focus on the value of pre-schools based on ordinary houses within the neighbourhood when parents could 'drop in' informally and perhaps be influenced by the school activities.

(b) Remediation through parentalinvolvementin school.
Parental'involvement'in schools has different meaning and significance for different workers. This ranges from enticing parents to school for informal talks in order that they can learn from teachers about child development and school curriculum to a restructuring of education whereby both parents and the wider community are drawn into the educational role. Research into the more effective forms of parental involvement would be welcome.

(c) Remediation through work with parents: via home visitors.
Opinions differ sharply about the possible contribution to parent education of home visitors. Some argue that it is difficult to change the general social attitudes and social realities within the family whereas others think that contact with home through suitable persons is essential if families in greatest need are to take advantage of existing provisions such as nursery schools, play groups and clinics. Could reseach help towards a solution?

(d) Work with parents : via television.
Many researchers see television as an effective medium to educate parents about child development.

(e) Work with parents : via classes for adolescents.
Some researchers advocate parenthood classes in secondary schools. The emphasis in such programmes should be on ways of interacting with babies and young children.

(f) Remediation through development of specific educational strategies
Although there is general agreement that specific educational strategies would help disadvantaged children the specific strategy that a researcher advocates depends very much on his/her view of the nature of intellectual disadvantage. Comparative studies on the effectiveness of several different approaches (e.g. Piagetian approach, dialogue approach, etc.) would be useful.

(g) Assessment of remediation programmes in the schools.
The'apparent' failure of some programmes has been attributed to the inappropriateness of the measuring instruments. There is a need to broaden the nature of assessment techniques whereby the subtleties of the

interaction in the teaching process could be more closely observed.

ii) Characteristics of the socially disadvantaged.

Two main theories are advanced to explain the school features of the socially disadvantaged children: the 'cultural deficit theory' assumes that working class children are inferior to middle class children in endowment and experience that affect their performance in school whereas the 'cultural difference' theory maintains that the cultural background of the working class children is different but not inferior to that of the middle class children and that the schools fail to respond constructively to this difference. There is also a variant to the latter theory which suggests that although amongst working-class children there is the same range and distribution of linguistic and cognitive ability as amongst middle-class children, working class children more than middle-class children fail to use their ability in the class-room. However, there is very little evidence to test these theories. We have very little knowledge of the extent and the way in which environments influence children's developments. Is their development merely temporarily retarded? If so, in what aspects? Or is it significantly altered?

iii) The transmission of educational and intellectual development.

We have very little understanding of the mechanisms by which social disadvantage is translated into educational and intellectual disadavantage. Perhaps this could be obtained by studying those individuals in groups designated as socially disadvantaged (e.g. one-parent family; children of unskilled workers) who were in fact happy and successful in school.

iv) Adapting the school to the socially disadvantaged child.

No amount of pre-school intervention or parent education is going to be successful if there is a mismatch between the interests and learning strategies of the child and the teacher. Research is needed to throw light on the difference, if any, between the aims and perceptions of the parents in the upbringings of their children and teaching strategies of the teachers

b) Rutter, M and Madge, N (1976)
Cycles of Disadvantage: A Review of Research
Heinemann.

The main theme is intergenerational continuities in deprivation. This is examined in the light of research studies and reports on the influence of a variety of factors - social, political, structural and economic, on different aspects of deprivation. The review itself is presented in nine chapters, but here are some relevant points on schooling and Compensatory Education as given in chapter 4 : Intellectual Performance and Scholastic Attainment.

Schooling.

i) 'There is good evidence that these various school characteristics (i.e. teacher turnover, high proportion of children receiving free meals, class sizes, streaming) are associated with significant differences in children's scholastic performance.....and it seems likely school characteristics are causally related to educational performance.'

ii) 'There is some preliminary evidence that the academic climate in schools is of some relevance to scholastic attainment..... However, exactly what serves to create particular school atmosphere remains uncertain. The social structure and stability of the school is probably important, as indicated by studies showing that children have poorer attainment in schools with a high level of staff and pupil turnover.'

iii) 'Recent studies on the relationship between teacher expectations and attitudes, and pupil attainments indicate teacher expectations are unlikely to be a major influence in scholastic attainments for most pupils.'

iv) 'Extreme privation may lead to gross mental retardation but extensive recovery (to a normal level of intelligence) may occur if the child is removed to a high quality environment, even if removal does not take place until the age of six or seven years.'

Compensatory Education.

i) 'In the U.S.A. four main strategies have been followed: (i) redistribute pupils to reduce the concentration of deprived children within particular areas, (ii) improve educational programmes at pre-school and primary levels, (iii) inservice, through programmes in both the house and school situations or entirely in the home, and (iv) attempt to change all aspects of environment.

ii) 'Project Head Start set out to improve children's educational performance, to provide a comprehensive system of medical and dental care, to eliminate undernourishment, to provide social help, to make available employment opportunities and to encourage community and parental participation.

iii) 'Evaluation of Head Start programmes have shown that there are no widespread or lasting effects upon children's intelligence or attainment (most of the evaluations have been simply in terms of IQ gains)...this may be largely due to the lack of precise goals characterizing the venture and the abscence of any criteria on which to base an evaluation.... it may be concluded that it has largely been a failure as a form of special educational treatment, but it has had success in creating a wave of enthusiasm and an awakening of conscience which have led to better thought-out and more useful programmes and social action.

iv) 'Evaluation of the smaller-scale pre-school intervention projects, most of which had a sharper focus than Head Start, have shown that they produce important IQ gains. The best results stem from structured programmes with a focused emphasis on the development of language. However, even when school-based intervention persists there is a marked tendency for the gains to be lost or to diminish during the early school years.

v) 'The Follow Through Programmes extend the basic philosophy of Head Start into the primary grades, by aiming to provide health and social services as well as to meet educational needs. The preliminary findings are encouraging, showing gains in achievement over the first year.

vi) 'Other school-focused attempts at creating smaller classes, providing more and better teachers and encouraging teaching staff to have positive expectations have not been shown to have much impact on pupil performance.

vii) 'Home-based intervention programmes have adopted three basic approaches: (i) home contact may complement a school programme, liasion being maintained by a home visitor (ii) the focus may be on developing mother-child understanding, communication and activities in the home setting, and (iii) mother may be 'trained' through discussion of training activities and general child rearing problems at weekly meetings (where children are not present)...The results of such interventions have been quite encouraging. Programmes which focussed on mother-child understanding and communication have shown gains in IQ which have persisted three or four years.

viii) 'The Herber project has attempted an extensive and comprehensive intervention including changes in all aspects of the child's environment from infancy to the time of starting school at age six. The intervention began when children were three months of age and the programme included intensive work with mothers (and some fathers) and children. Initial evaluation has indicated that the project has been remarkably successful in terms of the infants' improved cognitive development.'

ix) 'The (British) Educational Priority Areas Project was an action-research programme, like Head Start, in which wide scale pre-school interventions were to be initated with the broad objectives of raising the educational performance of the children, improving the morale of the teachers, increasing the involvement of parents in their children's education and increasing the 'sense of responsibility' for their communities of the people living in them' (Halsey, 1972).

x) 'Evaluations were much more restricted than objectives, the outcome measures being largely confined to intelligence and language.....The results tended to support the view that the pre-school intervention had benefitted the children's intellectual development, but the gains were small and in view of the many limitations to the study even the general conclusion must be tentative.....However, the project was impressive both in that it gave rise to educational innovation during a very short period of time and in that some community involvement in schooling was achieved.....the EPA project led to a number of new developments in pre-school education which seemed to increase teacher morale and parentalinvolvementwhich might mean lasting benefits for children's educational performance.

xi) 'Many of the pre-school interventions have been inadequate because too little was done, it was done for too short a time, and sometimes the wrong thing was done. Nevertheless, in spite of Jensen's declaration to the contrary, compensatory education has not failed. The best planned programmes have had worthwhile effects on intellectual development and scholastic achievement, and have also given rise to findings which should enable better programmes to be developed in the future. Because of the importance of home influences, effective remedies for socially disadvantaged children probably must involve improvement in the quality of parent-child interaction, family life and living conditions.....Programmes specially designed to aid the parents in their role as the responsible persons bringing up their children may achieve a good deal. This approach needs to start early, not because the early years are critical but mainly because the earlier disadvantage can be remedied, the fewer the handicaps to be overcome and the shorter the period of catching up required. If benefits are to persist in later childhood, it is clear that remedial approaches must also continue in the school years.....It appears that highly structured, task-specific programmes with a focus on language provide the best means of teaching a child specific skills if he lacks certain essential skills, but if the child is to progress outside the immediate teaching sessions, the programme probably should proceed to a less structured approach involving discovery and innovation in order to encourage interest and develop motivation.'

c. Kellaghan, T. (1977). The Evaluation of an intervention programme for disadvantaged children. (Chapter 2) Windsor: NFER Publishing Company.

Reviewing pre-school intervention programmes Kellaghan attempts some generalizations on their effectiveness. Herewith his initial remarks and statements.

'Further consideration of the more successful Head Start and small-scale studies leads to further generalizations about pre-school intervention. These generalizations are made at the risk of over simplification and, in our present state of knowledge, are more correctly regarded as guide-lines rather than as detailed or definitive statements. The generalizations, which vary in the degree of supporting evidence they receive in the literature, are presented in thirteen statements, drawn from a variety of reviews of empirical studies of the effectiveness of pre-school education.

(i) Pre-school programmes can produce substantial gains in IQ.
(ii) Programmes which have clearly stated cognitive objectives are more successful than ones which have not.
(iii) Programme content may have specific effects on children's performance. While a general measure of performance (such as Stanford-Binet IQ) may not discriminate between programmes, all of which have been well planned and implemented, a number of studies provide evidence of effects which are specific to the content of a programme in addition to a more general programme effect.
(iv) A high level of verbal interactive behaviour between adults and children seems important.
(v) Structure is a feature of most successful programmes. However, structure may not in itself be critical. The failure of structured programmes, such as the Montessori approach, to lead to improvement in the performance of disadvantaged children in the absence of added emphasis on language development has led to the suggestion that extent of meaningful adult-child interaction may be more important than structure. In general, a balance between drill and the pupil's freedom to initiate activities seems desirable.
(vi) Gains from pre-schooling tend to disappear after intervention is terminated. Not much effect has been found beyond the second grade.
(vii) On an a priori basis, length of programme would seem to be a significant factor. However, the relationship between the length of time spent in a programme and the magnitude of the effects of the programme does not seem to be linear. While a full-year programme seems more effective than a short-term (summer) one in producing cognitive gains, evidence is not available that extending the programme beyond three or four terms will continue to produce effects of a similar magnitude to those produced in the first year.
(viii) Meticulous planning and lucidly stated programme objectives are important.
(ix) Individualization of instruction is also important. This usually presupposes a low pupil-adult ratio.
(x) Instructional activities and materials should be closely tied to programme objectives.
(xi) Training of teachers in the methods and content of the programme is necessary.
(xii) The children who benefit most are those from less deprived social and economic backgrounds; children from large one-parent families, in which there is a poor parental and employment record, benefit least.
(xiii) Without the involvement of the home, there is little prospect of intervention being successful. The provision of family services, health and nutritional care helps, as well as the involvement of the mother in the actual educational development of the child.

As already indicated, these generalizations, given our present state of knowledge, must be regarded as tentative. Some may prefer to regard them as working hypotheses. Most would agree that they are in need of further exploration and confirmation.'

2. IDENTIFICATION OF THE DISADVANTAGED.

a. Holman, R. (1970) Combatting Social Deprivation.
In Holman, R. (Ed) (1970) Socially Deprived Families in Britain
London : Bedford Square Press of National Council of Social Service.

Holman lists seven indicators which could be described as the main characteristics of the 'socially deprived':

1. Low wage earners.
2. Large families.
3. Fatherless families.
4. The unemployed.
5. The sick and the disabled.
6. Immigrants.
7. Travellers and caravan-dwellers.

He also lists physical and social characteristics of the areas where the socially deprived are concentrated:

1. 'Twilight zones' located between a city's business centre and the outer suburban areas.
2. A relatively high number of immigrants (often living in cheap accommodation).
3. Home conditions characterised by overcrowding and a lack of amenities.
4. Higher than average proportion of unskilled and semi-skilled workers.
5. Higher than average proportion of families receiving State Supplements in the form of cash or kind.
6. A higher than normal incidence of large families.
7. Comparatively large numbers of fatherless families.
8. A lack of play space and recreational facilities.
9. Poorer health than is found in the population as a whole.
10. A high incidence of child deprivation and delinquency
11. Areas with the worst social services.

It is not claimed that socially deprived families are only in areas with the above characteristics. Some are found in council estates and presumably in suburban areas. But generally there is a tendency for such families to be concentrated in particular and definable areas or communities. Although one result is that families are embroiled in the circle of poverty, at least their location, if identified, should allow local and central government to allocate extra resources to them on an area basis.

b. Holtermann, S. (1975) Areas of urban deprivation in Great Britain: an analysis of 1971 census data. Social Trends. 6, 33-47

Holtermann has shown dramatic differentials in the extent of urban deprivation that exists between smaller parts of the urban areas of Britain. She derived a measure of 'multiple deprivation' by identifying those Enumeration Districts (EDs) which fell in the worst 15% of all EDs on each of the three criteria:

(i) The percentage of households classed as overcrowed.
(ii) the percentage of households without exclusive use of all three basic amenities -hot water, a fixed bath or shower, and an inside toilet.
(iii) the level of male unemployment.

c. Coventry LEA (1977). Identification of areas of disadvantage. Personal communication to Director,CED.

Measures of deprivation

In an attempt to arrive at an objective assessment of deprivation, several indicators of deprivation have been considered. The choice of indicators has been influenced to some extent by the fact that measures are available. Several more indicators were considered but difficulties in obtaining measures precluded their use.

The indicators used were:

1. Financial situation of families. 2. Living conditions of children.
3. Incidence of disease/illness in homes. 4. Attitude to education in children's homes.
5. Language problems. 6. Disruption of education.

The following can be considered to be measures of these to a greater or lesser extent.

1. Socio-economic group of head of household.
2. Lack of basic amenity (i.e. bath, hot water, inside W.C.).
3. Overcrowding (i.e. more than one person per room.)
4. Free school meals. 5. One-parent families. 6. Absenteeism.
7. Immigrant children in the school(s). 8. Pupil turnover.
9. Special School places (excluding physical handicaps).
10. Households without a car. 11. Unemployment.

Sources of Information.

The 1971 Census was used for measures 1,2,3,5,10 and 11.

The basic information,available by enumeration district (E.D.) was aggregated into primary school catchment areas for 1976 using fractions of E.D. s as necessary. Most information was taken from 100% samples but that for measure was taken from 10% sample. Bearing in mind that many of the Census items are likely to be closely related to housing stock, it is reasonable to assume that population mobility between 1971 and 1976 will not greatly affect its validity.

Information for the remaining measures was extracted from returns made by schools to the Education Department or from records held in the Department, mainly for the school year 1974/75.

Accuracy.

The information used is open to some criticism regarding its accuracy. The primary school catchment areas are accurate for 1975/76 but where it has been necessary to split E.D. s the geographical split may not reflect accurately the split in density of population. The size of E.D. s is variable.

Where measure of deprivation relates to a small number of children, e.g. special school places, there is the possibility of a distorted picture emerging and consequently these measures should be viewed with caution.

Method.

Data was extracted for each measure for each primary school catchment area.

The data was then ranked and each school was awarded a symbol for each measure if it fell in the worst 10%, 20% or 25% of schools for that measure. This differs from the method used previously when each school scored from 0 to 4 for each measure depending on the intensity with which that measure occured in the school catchment area. It is hoped that the method now adopted will serve to highlight those schools serving areas with the greatest incidence of deprivation, differentiating between different types of "at risk" criteria.

d. Wedge, P. and Posser, N. (1968) Born to Fail? Arrow Books.

Wedge and Posser examined the social condition in which 10,500 nationally representative eleven year olds (National Child Development Study) were growing up and then compared the way of life of two groups of children, the 'disadvantaged' and 'ordinary'.
As a result they defined the disadvantaged children
'as those who came from a family which had only one parent-figure or contained at least five children and had lived in 'poor housing' and had a 'low income'.

e. Wilson, H. and Herbert, A.W. (1974) Social Deprivation and Performance at school. Policy and Politics 3. 55-69

Wilson and Herbert found that five specific indicators were enough to pin-point a subgroup of primary school children with severe handicaps in learning. There were:

(1) Father's degree of skill.

(2) Family size.

(3) Adequacy of clothes worn to school.

(4) Truancy.

and (5) Parental contact with school.

Note: The indicators singled out a group of children as severely disadvantaged from among children living in a disadvantaged area.

f. Evans, R., Ferguson, N., Davies, P. and Williams, P. (1971). Swansea Infant Evaluation Profile Manual (Experimental Version).

University College Swansea.

One of the main aims of the Schools Council Project in Compensatory Education based at University College, Swansea, has been to design a suitable screening procedure for the early identification of children in need of compensatory education. An experimental version of the profiles for use with children at entry to infant school is currently being validated by Mr. Tim Thomas of the Schools Psychological Services, Dyfed.

The profile has been designed for the assessment of the following aspects of a child's development.

(i) The Home Background. Information is to be collected by the head teacher during the normal admission interview with Mother. Questions focus on the cultural and material provision of the home, the degree of paternal/maternal support given to the child and the relationship of the family with the school.

(ii) Medical condition. School Medical Officer and health visitor could complete this schedule during medical examination at school entry. Information is to be gathered on the developmental history and physio-medical status of each child.

(iii) Child Development. The main purpose to provide measures of intellectual, linguistic and perceptual motor developments of the child. A battery of fourteen tests are to be given as part of the normal class activities. (Time required is 20 minutes).

(iv) School adjustment. Class teachers are to assess the adjustment of the child to school shortly after entry, to comment on his/her interaction with other members of the class and to predict his/her educational status at the end of the infant school.

Note: The report on the validation study is soon to be published and NFER Publishing Company will soon publish the Profiles.

g. Trafford Screening Check List. (See pp 55 & 56).

This is a slightly modified and extended version of the Croydon check list. The first 21 items are to help assessing four main areas of development and functioning: speech/communication, perceptual/motor, emotional, social and response to learning situations. The last six items are the 'Stott Pointers' for assessing further aspects of emotional/social development.

h. **Chazan, M. Laing, A. Cox, T. Jackson, S. and Lloyd, C. (1976).** Studies of Infant Children. Vol. 1 Deprivation and School Progress.

Oxford: Basil Blackwell.

This is the first part of the report on the Compensatory Education Project based at University College, Swansea. In this volume Chazan et al report on the longitudinal studies of infant school children in deprived areas, with particular reference to their response to schooling and their emotional development. They conducted a broad survey of 689 children (372 from deprived areas and 317 from 'non-deprived' areas) drawn from 26 schools in three urban areas, Swansea, Cardiff and London and a more detailed study of 62 children drawn from 11 schools in a rural area of a small Welsh county. They also investigated the views of head teachers, class teachers and parents on approaches to teaching in the infant school, contact between home and school and the use of services. Information was gathered on school catchment areas, school amenities, aims, methods and problems of the schools, the progress and adjustment of the children as rated by class teachers, and the attainment of children on language, reading and mathematics skills as ascertained by a battery of tests. The main conclusions of the study are as follows:

i) 'Schools in the 'deprived' areas had poorer amenities, worse facilities and more difficulties in staffing. The organization, too, differed from those in rural areas and 'non-deprived' areas. In the rural areas it was rather formal and compartmentalized; in the 'non deprived' areas morning sessions were devoted to the teaching of basic skills, and afternoon to creative work or further work on basic skills with small groups of children; and in the deprived areas, there was more experimentation and more play activity which, it was hoped, would promote linguistic development, and encourage choice, independence and self-control.
(The questionnaires used were rather unstructured and so the conclusion is very tentative and should be treated with caution.)

ii) 'The children from the 'deprived' area were lower in intelligence and attainment, at all stages of assessment over the three year period in comparison with children from the 'non-deprived' areas. Their home background and lower intelligence were more markedly associated with lack of success in school than any differences in school characteristics. By the end of their infant schooling, a substantial proportion of the children appeared to be quite seriously retarded in mechanical reading ability and some of the related skills. The proportion of children rated as showing some signs of unsettled behaviour tended to increase over the three years in comparison with children from 'non-deprived' and rural areas.

iii)' During the first year, rural children were behind in reading skills, but better in number work in comparison with the urban children. However, by the end of the three year period teacher ratings showed little difference between the groups in either of these two fields, although the final test scores showed the rural sample to seem significantly higher on the mathematics and intelligence tests, while being a little behind in the reading tests. In adjustment to school the children were no more disadvantaged than the urban sample as a whole. The degree of isolation of the home appeared to have no effect on the child's attainment. Indeed the rural child of this age has many advantages over his urban peers.

iv) 'The overall impression gained from the investigation into home -school works is of considerable amount of untapped potential on both sides. Each side expressed interest in contacting the other. Informal gatherings in the evenings when teachers can unobtrusively make contact with parents over a cup of tea or home visits on a rota basis are ways of establishing links, but there is no single solution and it is best for schools to try a variety of approaches.

Note: Chapter Two on 'The Concept of Deprivation' by Professor Chazan, is a useful contribution to the understanding of educational disadvantage.

3. STRATEGIES FOR CHANGE

3.1 Area approach

a. Lees, R and Smith, G. (1975) Action research in community development. London: Routledge and Kegan Paul.

In 1969, Home Office launched a 'centrally- guided area-based urban priority scheme' called the 'Community Development Project'. It was described as a 'modest attempt at action research into the better understanding and more comprehensive tackling of social needs, especially in local communities within the older urban areas, through closer co-ordination of central and local official and unofficial effort, informed and stimulated by citizens' initative and involvement. A fundamental feature of the Project was the effort to combine action research and evaluation.

'The project has involved twelve areas:- Liverpool, Southwark, Coventry, Glamorgan, Newham, Newcastle upon-Tyne, Paisley, Cumberland, the West Riding, Oldham, Tynemouth and Birmingham - and has concentrated in each upon a population of between five and fifteen thousand inhabitants. At the beginning the concern was individual and family breakdown, but by 1974 the emphasis has shifted to 'urban decline and inequality seen in terms of social structure rather than individual opportunity.'

Education was an important activity in the first pilot projects. The activities fell within three main types:

(i) conventional educational development - improving and extending existing facilities, development of pre-school education and the provision of more teaching resources.

(ii) community education - developing home school links, ensuring curriculum relevance to inner city areas, and developing 'constructive discontent'.

(iii) work outside school - providing informal adult education, problems of work and employment.

The CDP's contribution has been most noteworthy in its 'work outside school'. However, an evaluation of the work has been made difficult mainly by the lack of co-ordination between action and research groups at the local level and the substantial alteration to goals and objectives as local groups came into contact with the realities of the situations.

b. Smith, G. (Ed) (1975) Educational Priority Vol. 4: The West Riding Project. London : HMSO.

The broad objectives of the E.P.A. were to look for ways of :

(i) raising the educational performance of children,
(ii) improving teacher morale,
(iii) increasing the involvement of parents in their children's education.
and (iv) increasing the 'sense of responsibility' for their communities of people living in them

Summarising the findings of the West Riding Project, Smith and colleagues conclude that 'it was successful in its own terms; it was primarily an educational project - not 'a miniature poverty programme', though there was always the assumption that educational change could have wider implications.'

The project was centred on Conisbrough and Denaby, an area markedly different from the E.P.A. 'stereotype' of unstable communities and slum schools with high turn-over of staff. All the same, two disadvantages were obvious : inadequate social and welfare services and the relatively low level of ability and attainment of children in the infant and junior schools as revealed by the baseline assessment carried out by the project team.

Two types of action were found to be acceptable to all concerned : instructional, involving pre-school work and reading schemes suitable for poor readers and institutional, involving developments that would help to stimulate change. The main features of the pre-school work were emphasising teacher-child interaction on a one to one basis prior to group work; home visiting programme aimed at involving mothers in the education of the child at home, and experimentation with different types of language programme. The reading scheme, a relatively self-contained initiative, focused on children at the top end of the primary stage who were either unable to read at all or who had made very little progress so far. Tape-slide programmes were a notable feature of the scheme. In most cases the children involved in these special programmes made significantly greater progress on the tests used than did children in control groups. Unlike in many other projects where initial gains are reported to have been lost in the junior school as soon as intervention is over, Smith and his colleagues report that their follow-up studies showed somewhat lasting benefits of the pre-school programme even in the third year of the junior school.

The Red House project was designed to establish an 'institution' that would deliberately act as a peacemaker in the area. The aim was to develop an (education) centre which would work closely with other educational institutions of the district - with schools, colleges and university departments, as well as with parents and the community; it would act as a 'demonstration' and resource centre which could experiment with pilot schemes, perhaps combining groups from different institutions - pupils from different schools, college of education students working with small groups of children, with teachers or parents. The centre would 'cut across' the rigid groupings which characterise most educational institutions, and try out schemes that involved children of all ages and adults from different sources, from schools, colleges, or the local community. It would be able to operate outside the normal school day and term timetable, offering courses in the evening, at weekends, and during holiday periods.

Three of the main activities of the centre aimed at children were as follows:

i) Courses at the centre or sponsored by the centre in schools involving students from colleges of education formed a major part of the Red House programme. 'These courses were particularly for junior age children. The aim was primarly organizational - to create a situation when some of the normally operating constraints were reduced.....Successful courses operated a more specific programme, breaking the class into smaller units and clearly defining the role and responsibility of the students to particular groups of children.....Ideally the small group situation should allow the student a chance to follow up an individual child's interest when it is aroused, rather than impose his own predetermined learning pattern on the group. '

ii) 'Intensive courses' for a group of 18 children representing a wide range of ability were run for half a term at a time. They would take place for half a day, allowing the children to return to normal school in the afternoon. Four student teachers helped to run the course, with some assistance from the Project team. There was no rigid curriculum, but the aim was stimulate individual interest and to encourage children to continue their work by reinforcing them with praise and individual guidance.

iii) Another scheme involved student teachers working with a class of children in their last term at junior school and then carrying on with the same group in the autumn when they joined the secondary school. This was complemented by weekend courses involving activities such as outings, and drama and movement. The close contact between students and children proved to be mutually beneficial.

iv) Members of the Project team and teachers also help to run courses to meet a need in response to a specific request (e.g. help in improving reading skills) or to produce a product or service for a group (e.g. repair equipment in an infant school, survey of employment opportunities for school leavers) or to help older children to act in a 'teaching' capacity.

v) One of the original purpose of the centre, was to provide evening courses for junior age children. Each course centred round a particular topic (guitar playing, making musical instruments etc.) and the group attending it numbered about 12. Each group met about 2 hours in the early evening. There were three to five courses each week during school term. Teachers from local schools provided much of the staffing.

The Red House also extended its work beyond the normal boundaries of education. Parental involvement in the pre-school work and parents' evenings meant improved contact with families, sometimes uncovering problems and difficulties at home. In time these contacts made educational work easily slide into social, community and residential work. Smith and his colleagues see institutions of the type of Red House as a viable and important addition to the educational resources of an area. It is however, to be seen as a flexible, developing institution and not be tied to a particular role or function.

c. Byrne, D. Williamson, W. and Fletcher, B. (1975) The Poverty of Education. Martin Robertson.

This book reports the research findings of a recent study on equality of opportunity in education. Byrne et al offer it as a contribution to the ongoing theoretical debate about the relationship between social class and educational attainment. Understandably, therefore, the findings are not of any immediate importance to the educational practitioner or policy maker.

The theme of the book is that different rates of attainment of children from different social class background are to a large extent explained by real differences in the kinds and quality of educational resources and provision made available to them.

Byrne et al question the current practice of treating the concept of social class as if it referred to a specific kind of behaviour. In their view the social-class concept should be used to refer to particular kinds of relationship in society. Once this relational nature of the concept is appreciated, it is possible to understand the structure of educational opportunity and to discover the consequences for one group in society of the determined efforts of another group to achieve its own goals. Differential rates of educational attainment among different social groups will then be seen as the product of competition for scarce resources and sometimes the product of conflict.

The view is certainly a serious challenge to the more well-known psychological/ sociological explanations of educational attainment.

d. Lewin, R. (1977) 'Head Start' pays off. New Scientist. March 1977.

The principal criticism of 'Head Start' has been that participating children's intellectual gains soon fade away when they return to 'normal' schooling. A follow up study of the central Harlem project has shown that there is persistent positive effect of early intervention. In 1975 233 of the original sample of 310 two and three-year-olds (in 1965) were given intelligence and arithmetic tests. The scores show that the children in the experimental group were still superior to those in the control group.

One of the most dramatic instances of the benefits of early intervention has been the success of a programme run by Ian Gordon at the University of Florida. Only two children out of 200 had to be referred to special education. A notable feature of the programme has been the emphasis placed on parental involvement.

These results have prompted the following utterances from the Office of the Child Development:

> 'Head Start is alive and well and living in many parts of America The question now is not : Does Head Start work? Rather it is How does it work? And how can we make it work better?'

e. Guttentag, M. (1972) Children in Harlem's community controlled schools Journal of Social Issues 28, (4), 1-20.

Guttentag compared five elementary schools in a community controlled district in Harlem with the schools in a neighbouring district in Harlem, the schools in a suburban school district, and a sample of other schools in New York City. The findings suggest that the climate of the community controlled schools was more open and more responsive to change than the climate in the sample of New York City schools. Observation of school visitors indicates that parents in the community controlled district were far more likely to visit the schools than were parents in the neighbouring and suburban districts. For example, parents in the experimental district were more likely than parents in the neighbouring district to bring things to their children, observe classes, and attend PTA meetings. While reading achievement declined in many of New York City's elementary schools, reading achievement was stable in some community controlled schools and increased in others. The data also indicate that children who attended experimental schools during the community's three-year term of control had higher reading and maths achievement scores than children in the grade who attended experimental schools for less than three years .

Although Guttentag was unable to assign children randomly to experimental and control groups or to determine if the several comparison groups were equivalent to the experimental group before the community acquired control of the schools, the range and consistency of the differences between the experimental schools and the various comparison schools suggest that these differences were due primarily to community control.

f. Herber, R. and Garber, H. (1974) Progress Report 111 : An experiment in the prevention of cultural-familial retardation. Proc. Third. Int. Congr. Int Assoc, Scient. Stud. Mental sefic.

This experiment sought to change all aspects of child environment from infancy up to the time of starting school at age six. The sample consisted of 40 Negro children born to mothers whose IQ was assessed as below 70. The families lived in an area extreme in terms of overcrowding, poor living conditions and low educational level. A high proportion of the children in the area were classified as mentally retarded.

The experimental work included intensive work with 20 of the children and their mothers. (The other twenty children formed the control group). The mothers were seen regularly in adult education classes focussing not only on scholastic skills, but also on home economics, child care, inter-personal relationship, and community oriented social studies . Vocational training also formed a part of the course at a later phase and this enabled a number of mothers to obtain jobs.

The infant intervention began when the children were three months of age. A teacher went to the home, watched the mother care for her child and gradually took over much of the child care. Once the teacher gained the confidence of the mother, the children were taken to a learning centre, five days per week, twelve months of the year. Each child had interaction with two adults who responded to their emotional and educational needs. In the first two years the children were given a widening range of perceptual-motor, linguistic and cognitive experience. From age 2 to 6 they were taught in small groups, at first in a relatively structured setting, but moving to a free flowing environment in which each child decided for himself what he would do out of a range of possible activities.

By the age of five children in the experimental group had IQ's 26 points higher than those in the control group and this difference had reached 30 points by the time they were 7 years of age. They also had better scores on language measures, and they showed more verbal interactions with their mothers.

Rutter and Madge comment that 'because the intervention was so extensive and comprehensive it is not possible to determine which features were more influential, but there seems little doubt that, given adequate resources, even children from a grossly deprived environment can be helped to reach a normal intellectual level'.

(This account is taken from Rutter, M and Madge, N . (1976)).

g. Wilson, H (1976?) Parenting in Poverty Br. J. Social. Wk. 4,3

Middle-class child centred behaviour, as defined by J. and E. Newson, is not operable in the milieu of poverty. The findings of research recently completed at the University of Birmingham show that material shortages in the home and poor environmental conditions severely affect parental child-rearing methods. An attempt is made to design an alternative model of child-centredness applicable to the milieu of poverty, and a group of families is identified who share a relatively happy home atmosphere and who enjoy participating in their children's activities. This type of family, however, is not delinquency-preventing. Effective methods of delinquency-prevention in the slum are not related to family cohesiveness. Parents who use strict methods of supervision appear to

be successful, although their aims may not be prevention of delinquency, but of accidents, and of association with undesirable neighbours and strangers. Chaperonage in the slum is undertaken at great cost to parents and children. The debate concerned with preparation for parenthood or education should acknowledge the realities of life in the slum which forces parents to adopt methods of child-rearing they do not approve of. A more appropriate population for education in parenthood would be a socially upwardly mobile one. Parents and children in the slums need vast fiscal resources to improve their conditions before an attempt is made to change their attitudes.

3.2 CURRICULUM ENRICHMENT.

a. Abelson, N. Zigler, E. and DeBlasi (1974) Effects of a four-year Follow Through Program on economically disadvantaged children. Journal of Educational Psychology 66, 756-771.

Some have called compensatory education a failure, while others have contended that one year of pre-school experience is not enough to overcome the economic, social and educational disadvantages that poor children encounter. In an attempt to test the latter hypothesis, Albelson, Zigler, and DeBlasi evaluated a four-year programme of compensatory education at the elementary school level. The Follow Through programme was characterized by considerable contact between teachers and individual children, an emphasis on learning how to learn by mastering underlying concepts and principles, and an abiding interest in the social-emotional development of each child. Although the regular, or comparison classes were characterized initially by traditional instruction, enrichment programmes were introduced in two comparison schools and an extensive programme of extracurricular activities was started in a third comparison school during the second year of the study.

Thirty-five economically disadvantaged children who participated in Follow Through and 26 economically disadvantaged children enrolled in regular classes were compared at the beginning and end of kindergarten and at the end of the first and third grades. Comparisons were also made between the 35 economically disadvantaged children and 10 middle-class children enrolled in Follow Through at the end of kindergarten, first, and third grades; and between 42 economically disadvantaged children in Follow Through and 100 economically disadvantaged children attending regular classes at the end of the third grade.

The results suggest that the programme had a considerable impact. The longitudinal comparison of disadvantaged children indicates that third-grade children in Follow Through were superior to third-grade children in regular classes on measures of intellectual ability, achievement in mathematics and general information, and task-related verbal behaviour. While Head Start attendance had a favourable effect on test scores in kindergarten and first grade, it had no impact on test performance by the end of the third grade. The cross-sectional comparison - 42 children in Follow Through and 100 children in regular classes at the end of the third grade - yielded fairly similar findings. Children in Follow Through had higher scores on measures of intellectual ability, achievement in mathematics, reading comprehension, spelling, and general information, self-image and task-related verbal behavior. Comparison of the economically disadvantaged and nondisadvantaged children Follow Through indicates that the superiority of the nondisadvantaged children on an assortment of measures diminished considerably from the end of the first grade to the end of the third. While the findings need to be interpreted with caution because the children were not randomly assigned to Follow Through and regular classes they do suggest that "the programme was highly beneficial to the children who participated in it. The longitudinal and cross-sectional

evidence together point to the conclusion that the gains accruing from compensatory education programmes are commensurate with the duration and amount of effort which are expended on these programmes".

b. Woodhead, M. (1976) An Experiment on Nursery Education
Windsor: NFER Publishing Company.

A team of researchers at NFER designed this project to assess the feasibility of using a programme of pre-school education as an intervention strategy to ensure that children achieve a basic level of competence before they are admitted to the infant school. First, they modified the Peabody Language development kit to suit local conditions and also developed a perceptual training programme which consisted of classroom activities, published games and items from the Peabody kit. Then they used the programmes with 132 nursery children, in the age range 3 years 3 months to five years.

In the final stage of the project, the researchers evaluated (i) the effectiveness of the programme in fostering linguistic, perceptual and cognitive abilities of the children (ii) the relationship between the changes in the cognitive performance and social and personal development and (iii) the adjustment and progress of the children in the infant school and explored practical means of involving parents in the education of their children in the pre-school stage. The main findings were as follows:

(i) In comparison with the performance of a control group of children (105 of them), the programme was more successful in improving the children's language skills than their ability to perform perceptual tasks.
(ii) the social development and emotional adjustment of children do not appear either to be prejudiced or enhanced by the experience of the programme versus normal nursery experience.
(iii) follow-up studies in the infant schools showed that cognitive and adjustment measures of experimental children did not significantly differ from those of the comparison groups. Nor were the differences between scores on attainment in reading or mathematics significant.
(iv) Children in the experimental group had greater mastery of verbal concepts than children with no nursery experience. This advantage, however,disappeared by the end of the sixth term in the infant school.
(v) Parental involvement was recognised as gains not only for the nursery, but more importantly, for the mothers themselves in understanding their role in their children's educational development and through this understanding continuing to benefit their children in the future.

c. Kellaghan, T. (1977) The evaluation of an intervention programme for disadvantaged children.
Windsor: NFER Publishing Company.

This is mainly a research report on a five-year pre-school project designed to assist the educational development of children living in a disadvantaged area of Dublin. The sample consisted of an experimental group of 90 children, aged 8+, whose progress was monitored for five years, a control group of 60 children, aged 8+,from the same area as the experimental group were, and another control group of 60 children aged 8+, from a non-disadvantaged area. The intervention through a highly structured curriculum was at the pre-school level; less structured attempts were made in the junior school to adapt the school curriculum to the needs of the children.

There were two main components in the intervention programme: a specially developed curriculum and a number of strategies to enlist parental involvement. 'Major foci of the curriculum were the development of skills of perceptual discrimination, the extension of the child's knowledge of the world, particularly of his immediate environment, the development of skills in the organization of knowledge and the development of language skills. Personality, social and motivational development also received attention.....Structure was an important element of the cognitive component of the curriculum'. The programme of parental involvement had a number of aspects: home visit by teachers, mothers visit to school, parent teacher meetings and better links between home and schools through social workers.

The development of the children in the experimental group was monitored from the age of 3+ to 8+ on a wide range of aspects such as cognitive development, perceptual discrimination, language skills, cognitive style, attainment in reading, personality traits and home environment. Their development was also compared with that of children in both control groups. The three groups showed marked differences in intellectual development, and reading attainment, but not on personality traits. On reading attainment children in the experimental group were better than those in the 'disadvantaged' control group, but were low in comparison with those in the 'non-disadvantaged' control group. The cognitive development showed different patterns along a verbal-non verbal continuum. The most interesting aspect was the finding that children in the experimental group showed a higher IQ at 5+ which gradually declined over the next three years. This is in line with the conclusion from other intervention programmes and it perhaps emphasizes the need for more structured programmes in the junior school.

The book also has two useful chapters, one on the concept of disadvantage and the other a review of pre-school intervention programmes. Perhaps the most illuminating section of the book is the discussions on the limitations of the evaluation and the statement, 'The findings of research to date have brought us part of the way towards understanding and towards dealing with problems to which life in a disadvantaged environment gives rise'

3.3 INDIVIDUALIZED INSTRUCTIONS.

a Wolf, M. Giles, D and Hall, V. (1968) Experiment with token reinforcement in a remedial classroom. Behaviour Research and Therapy 6, 51-64.

Wolf, Giles and Hall designed a remedial programme for sixth-grade children from a low-income Kansas City neighbourhood whose reading level was at least two years below the norm. Classes meet in the afternoon during the school year and in the morning during the summer. Fifteen children participated in the programme while 15 children with equivalent reading scores did not. Token reinforcers - which could be exchanged for field trips, daily snacks, money, novelties, clothes, inexpensive watches, and used bicycles-were awarded for work completed and/or corrected in regular classes, homework and remedial assignments completed in the remedial class, report card grades, good behaviour, and attendance. The results indicate that the remedial programme had a considerable impact. Participating children gained, on average 1.5 years in achievement test scores and an entire grade in their report card averages. The average gains of children in the control group were significantly and substantially lower.

b. Suppes, P and Morningstar, R. (1972) Technological innovations: computer-assisted interaction and compensatory education. In Korten, F. Cook, S. and Lacey J. (Eds). Psychology and the Problems of Society. Washington, D.C. American Psychological Society.

The results of several studies suggest that computer-assisted instruction can also enhance the academic performance of economically disadvantaged children. Suppes and Morningstar (1970) developed a drill-and-practice mathematics programme in which the student typed his/her name on a teletypewriter each day. The computer responded by typing a problem. If the student answered correctly the computer typed another problem. If the student answered incorrectly, he/she was told to try again. After a third error, the correct answer was typed and a new problem was presented. In an attempt to determine the impact of this programme on economically disadvantaged children, Suppes and Morningstar compared 515 first to sixth graders who received computer-assisted instruction for a year (first graders received computer-assisted instruction for a half year) and 543 first to sixth graders who did not. The results indicate that children in the experimental classes made greater gains on test of arithmetic achievement than children in the control classes in every grade.

c. Leaverton, L. (1972) Nonstandard speech patterns. In Walberg, Hand Kopan, A, (Eds) Rethinking Urban Education. San Fransico: Fossey. Bass.

Many lower-class children do not speak standard English when they begin school. For example, many lower-class black children speak black English vernacular rather than standard English. In an attempt to make use of this difference, Leaverton used black English vernacular to help a class of ecomomically disadvantaged black first-graders make the transition to standard English. The materials consisted of eight stories concerning the child, his community, and his ethnic group. Each story focused on a particular verb form that the children frequently used in informal conversatio Stories were presented in black English vernacular, then in standard English, and were accompanied by oral instruction dealing with the same verb forms. After a story was read and the verbs were reviewed, each child gave a talk in standard English. The results of an assortment of tests indicate that children who were given the stories in black English vernacular and standard English obtained higher scores on 19 of 20 measures than a matched group of children in the same class who were given the stories in standard English only. A reading test administered at the start of the third grade reveals that children who were in the experimental group at first graders had substantially higher scores than the other third graders in the school.

d. Cornett, J. Ainsworth, L. and Askins, B. (1974) Effect of an intervention programme on 'high risk' Spanish American children. Journal of Educational Research 67, 342 - 343.

Cornett, Ainsworth and Askins tried to determine the effectiveness of a bilingual programme for economically disadvantaged Mexican American preschool children. Thirty children participated in the programme while 20 children served as controls. The programme contained a variety of learning activities designed to develop intellectual abilities and linguistic skills. Half-day sessions were held for nine months. Analysis of pretest scores indicate that the gain scores of participants on a measure of English language development were considerably greater than the gain scores of children who did not participate.

4. ADDENDA

Reynolds, D. (1977) Towards a socio-psychological View of Truancy in Working Together for Children and their Families. Report of a project undertaken with South Glamorgan County Council by Social Work Service Development Camp, DHSS, Welsh Office. London : HMSO.

This is the first report of a long term on-going study of the organization of secondary education in a homogeneous working class community characterised by above average economic deprivation. Reynolds has set out to examine three commonly held beliefs on the scale, nature and causes of school absence:

(i) absence from school has increased at all types of school over the last five or seven years;

(ii) comprehensive schools have caused an increase in absence

and (iii) the causes of truancy lie in the personality and ability of the child and in his or her home background.

He has found that whereas the available evidence lends support, albeit limited in some respects, to the first two beliefs, researchers, on the whole, have either neglected to study or dismissed as minimal the role of the school as a causal factor in truancy.

The sample consists of boys in nine secondary modern schools set in a homogeneous community, with very small differences between the social class groupings of the people who live in the catchment areas. Data was collected over the years 1966-67 to 1972-73 on three measures of school attendance, academic success (defined as going on to the local technical college after leaving school) and delinquency (defined as being found guilty before a court or officially cautioned by age 15). Analysis of the data shows that the nine schools are 'producing children who appear to be different, to be consistently different over time and to be consistently different on the three separate indicators.' For example, schools with a high delinquency rate achieve relatively little academic attainment and also tend to have low attendance rate.

Reynolds argues that these differences between children cannot be accounted for by either the ability of the children or the characteristics of the catchment area. He produces evidence to show that the academic quality of the intakes (as assessed by Ravens Progressive Matrices in 1974) does not differ significantly and the proportion of the semi or unskilled manual workers in the population is significantly associated with school performance. So, he concludes that schools do make a difference. Research is going on hoping to identify the factors within schools which bring about the differences. Attention has already been paid to the 'truce' situation (i.e. how teachers and pupils go easy with each other's values, behaviour and attitudes) which does not seem to exist in one or two schools. It is hoped that the research findings will help the implementation of policies aimed at the prevention of truancy.

ILEA (1976) Children with Special Difficulties .
(See page 27 for details).

Aim and Sample

This was a feasibility study aimed at finding out 'first what assistance and resources were most useful to schools in educating children with difficulties and secondly how schools could best plan the use of their resources. Initially, four areas were chosen for the study. Two more areas were added at a later date. They all suffered from the most common features of school and neighbourhood deprivation: old and inadequate school buildings, lack of open spaces, high turn-over of staffs, relatively high proportion of probationary and inexperienced teachers, large classes, large number of children with learning difficulties, high incidence of behaviour disturbance among children and dissatisfaction among staff on the lack of support and liaison with other caring agencies such as social services, psychological services and educational welfare services. In 1972 a total of 66 schools and 1301 teachers were involved in 600 approved projects under the scheme.

The Projects

Most of the 600 projects fell into one or more of the following twelve categories:

	Project	Aim
1.	Sanctuaries or Withdrawal Units	Help withdrawn or disruptive children to adapt themselves to work in the ordinary classroom.
2.	Nurture Groups	Give young children with behaviour problems a 'home where they could find motherly care and stimulating pre-school activities'.
3.	Opportunity Classes	Give slow learning children (8-10 years) better opportunity to develop their potential.
4.	Links between schools	Establish better liaison between schools on procedures for transfer.
5.	Home and School Relationships	Take steps to bring parents into school and involve them in worthwhile activities.

6.	Language Development	Establish reading workshops, and mobile centres (five single decker buses) equipped to implement language programmes and ESL teaching.
7.	Broadening Children's Experience	Organize field studies, outings and school journeys.
8.	Pastoral Care Arrangements	Broaden the role of the educational welfare officers and appoint 'pastoral' care assistants who
9.	Off-site Centre for School Refusers	Help school refusers to get back to ordinary schools as soon as possible.
10.	Support for Teachers	Organize courses to 'train' teachers in dealing with disturbed children in ordinary classrooms.
11.	Identification of children with Learning Difficulties	Identify learning difficulties (check list was developed) as early as possible so that preventive action can be taken.
12.	Improvement of School Environment	Help schools convert pieces of waste ground into gardens and play grounds.

Strategy for action

Each area set up a consultative body on which all the local educational and social agencies were represented. Advisory teachers played a key role in the formation of study groups, co-ordinating of ideas and bringing together of schools. There was also a central steering committee under the Chairmanship of the education officer.

Evaluation

ILEA Research and Statistics Group devised a Child Profile to assess the following aspects of cognitive and emotional development: attitude to teachers; attitude to other children; language competency; competency in school work; attitude to adults other than teachers; attitude to school work; study skills; and the amount of interest shown by parents in their child's school work. Separate profiles were developed for primary and secondary school children. Each contained items of behaviour on which each child was rated on a five-point scale.

The overall profiles of 652 'project' children were compared with those of 497 'control' children from 17 primary schools. It was found that whereas the initial mean score of the 'project' children was lower (incidentally useful for identification of those who need help) the final mean score was equal to that of the 'control' children. In fact, the project children made significant gains in score.

The oracy and language development of the children in infant school showed the most significant improvement. However, the gains under the adjustment heading (sanctuaries, withdrawal units, and opportunity classes) was not as large as in language programmes.

Conclusions

After only two years' experience it is impossible to draw definite conclusions about the value of the supportive measures as whole or individually, but the indications are that children benefit from most of the measures and that no single form of help is likely to be enough.

SCREENING CHECK LIST (Trafford)

School .....

BOY/GIRL DATE OF BIRTH ..... AGE AT COMPLETION .....

NAME: ..... DATE OF ENTRY .....

ITEM	YES/ NO	COMMENTS
SPEECH/COMMUNICATION		
1. Infantile speech habits have largely disappeared.		
2. Able to carry out simple verbal instructions.		
3. Able to pass on simple messages.		
4. Listens to stories with interest.		
5. Able to narrate coherently simple experiences.		
6. Spontaneously comments on his environment.		
PERCEPTUAL/MOTOR		
7. Able to make appropriate use of simple tools and construc-tional toys.		
8. Draws/paints recognisable objects.		
9. Copies standard circle.		
10. Copies standard square.		
11. Copies standard diamond * deleted from latest ver-sion		
EMOTIONAL/SOCIAL		
12. Has settled comfortably in school.		
13. Appropriate mastery of self-care skills.		
14. Receptive to new experiences.		
15. Integrates appropriately with peers in play situations.		
16. Integrates appropriately with peers in work situations.		
17. Forms appropriate relationships with teachers.		
RESPONSE TO LEARNING SITUATIONS		
18. Eager to be involved in school work.		
19. Shows appropriate persistence at a task, provided no distractions are present.		
20. Shows appropriate resistance to distractions when working.		
21. Shows appropriate initiative and creativity when given freedom of choice of activities.		

TOTAL OF "NO" ANSWERS .....

STOTT ADJUSTMENT POINTERS

Please answer the following questions by ringing Yes or No in respect of this child:

1) Is his/her general manner such as you would expect of a normal alert child of this age? Yes/No

2) Is he/she exceptionally quiet, lethargic, depressed or very variable in energy? Yes/No

3) Does he/she lack concentration or is he/she restless in a way that seriously hinders learning? Yes/No

4) Is he/she a nuisance or untrustworthy? Yes/No

5) Does he/she get on well with other children generally? Yes/No

6) Is there anything in his/her behaviour or appearance to make you think he/she might be emotionally unstable or suffer from nervous trouble? Yes/No

ANY FURTHER COMMENTS: